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reduced to mere froth," "effort to make geometry an empty bauble of a listless mind," . . . $-\infty$; and on the other side, "the open-minded, earnest, progressive teacher," "real leaders in school life of the past," "quiet progressive changes," "champions of real geometry," "a recent writer of much acumen," "one of the sanest of recent monographs," "well-wishers for the ancient science of geometry," . . . $+\infty$.

The occasion of this philippic seems to be the attempts of a few teachers to improve their instruction in geometry by bringing it into closer relation with the affairs of daily life or to fuse algebra, geometry, and trigonometry into a form of combined mathematics. However, it does not really seem necessary that there should be much "viewing with alarm" and rallying to the defense of the geometry of our forefathers, since inertia is quite as operative in the educational as in the physical world, and the great body of teachers still continues to "view calmly and dispassionately the issues of the present day."

The reports on the experiment in fusing mathematics in the University High School of the University of Chicago published in *The School Review*, and especially the "Report on the Unification of Mathematics in the University High School," by Dr. G. W. Myers, of the University of Chicago, published in *School Science and Mathematics*, December, 1911, ought to be fairly good evidence that careful and systematic experiments in unifying secondary-school mathematics can be made without destroying the pupil's interest in geometry or even subverting that ancient and thought-compelling subject itself.

Teacher's Manual for First-Year Mathematics. By GEORGE WILLIAM MYERS, WILLIAM R. WICKES, ERNEST R. BRESLICH, ERNEST L. CALDWELL, ROBERT M. MATHEWS, and WILLIAM D. REEVE. (School of Education Manuals: Secondary Texts.) Chicago: The University of Chicago Press, 1911. Pp. ix+164. Postpaid, \$0.89.

For six years Professor Myers and the instructors in mathematics in the University High School of the University of Chicago have been studying in a systematic way the problem of fusing arithmetic, algebra, and geometry into a single study. Through careful tests in the classroom they have evolved a course covering the first two years of preparatory-school mathematics.

The purposes of the *Manual* are to present the points of view of the authors in their attempt to solve the problem, and to make their classroom experience of service to teachers who are using *First-Year Mathematics*. It is not simply a book of answers, but contains suggestions and recommendations regarding methods the authors have found most practicable. Hence all teachers of high-school algebra will find many practical suggestions of real helpfulness in it.

Many teachers now realize the necessity of getting away from the formal and mechanical presentation of algebra which characterizes the old-time textbook. *First-Year Mathematics* and this *Manual* furnish the material for live, interesting work which will give the pupil a real grasp of mathematical ideas and thus enable him to use his knowledge efficiently when the occasion arises.

First-Year Algebra. By WILLIAM J. MILNE. New York: American Book Co., 1911. Pp. vii+320. \$0.85.

This is a new book by an author who has written some excellent textbooks in algebra. It seems to possess the qualities of the former books which made the processes and principles of algebra easily understood by the pupils. The pupil's knowl-

edge of arithmetic is used in developing each principle, and the practical uses of algebra are emphasized.

The problems are based on facts gathered from many sources and touch various phases of life. Thus while the pupils are learning to solve equations they gain much information regarding the weight of feathers that a Toulouse goose yields in a year, the amount paid a Chinaman for rolling joss sticks, the number of times the largest steam whistle in the world is blown in a day, and so on. There are many good problems, and the lists include quite a number based on geometry and physics.

Graphs are presented in such a way that they may be omitted by teachers who have not discovered the value of graphical methods. The order of topics is about the same as in the author's other algebras, but the work has been simplified and the difficult part of each topic has been postponed till the pupil has gained greater ability to grapple with them.

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Public Schools for Girls: A Series of Papers on Their History, Aims, and Schemes of Study. By Members of the Association of Head Mistresses. Edited by SARA A. BURSTALL and M. A. DOUGLAS. London: Longmans, Green & Co., 1911. Pp. xv+302. \$1.30 net.

English schools seem to afford opportunity for the development of women of strong personality. One of the most effective of these is Miss Burstall, whom the visitor to Manchester finds to be an active factor in the entire educational situation centering in that city. She has also shown herself to be one of the most just critics of American schools, as is shown in her writing, especially in *Impressions of American Education in 1908*.

The first-named editor contributes the chapters on "The Rise and Development of Public Secondary Schools for Girls, 1850-1910," "Physical Training," and "Medical Inspection." Miss Douglas furnished two papers read at alumnae conferences of the Association of Head Mistresses in 1909 and 1910 upon "Aims and Ideals in Education, and Suggestions as to Possible Reforms." Other chapters are on "Junior School Work," "Divinity," "English," "Geography," "History," "Modern Languages," "Classics," "Mathematics," "Natural Science," "Home Arts," "Home Science," "Drawing," "Music," "Handwork," "Gardening," "Hygiene and Comfort," "Resident Schools and Boarding Houses," "Examinations: Their Use and Abuse." There are more than twenty contributors.

It is explained in the preface that there is no chapter on "Discipline" because "it is very difficult to give a description of this all-important but somewhat intangible part of school life." It is made evident that there is no weakness in the direction of loose control, but that more rigid forms are giving way to methods of organization in which all members of the corporate life of the school are enabled to co-operate in its government.

The introductory chapter shows the historical setting of present tendencies. The reader sees clearly the outcome of the various forces in operation during the past sixty years. Reports of commissions and novelists like Charlotte Brontë alike contribute.

The two chapters on "Divinity" are illuminating in presenting very different points of view. The first writer is very conservative. She states: "Therefore we